

# 1999–2000 CATS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 4 – Reading

#### Type of Passage: Practical

The **academic expectation** addressed by the open-response item “Cucumber Salad” is

1.2 Students make sense of a variety of materials they read.

The **core content** addressed by this item includes:

RD-E-4.0.6 Locate and apply information for authentic purposes.

RD-E-4.0.10 Identify text features and organizational aids (e.g., boldface print, italics, illustrations) that provide additional clarity.

#### Cucumber Salad

The recipe for cucumber salad presents information in several different ways.

- a. Describe TWO ways information is shown on the page.
- b. Explain how EACH of these ways helps the reader use the recipe.



## READING PASSAGE

### Grade 4 Reading

*A recipe presents information in a special way. Read this recipe for a tasty cucumber salad. Then answer the questions.*

## Cucumber Salad by Peggy Rynk

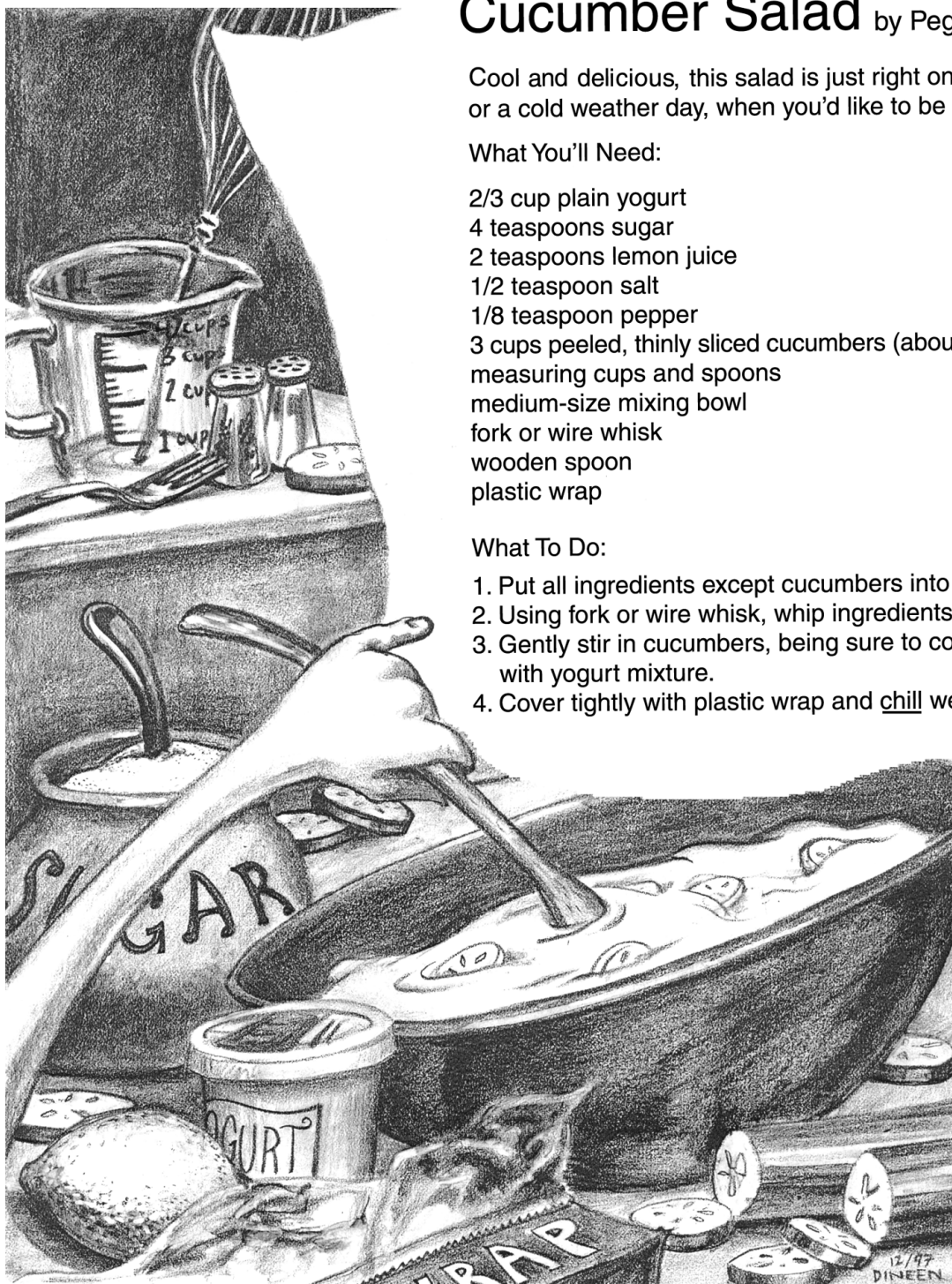
Cool and delicious, this salad is just right on a hot summer day—or a cold weather day, when you'd like to be reminded of summer.

### What You'll Need:

2/3 cup plain yogurt  
4 teaspoons sugar  
2 teaspoons lemon juice  
1/2 teaspoon salt  
1/8 teaspoon pepper  
3 cups peeled, thinly sliced cucumbers (about 2 medium-size cucumbers)  
measuring cups and spoons  
medium-size mixing bowl  
fork or wire whisk  
wooden spoon  
plastic wrap

### What To Do:

1. Put all ingredients except cucumbers into mixing bowl.
2. Using fork or wire whisk, whip ingredients together until smooth.
3. Gently stir in cucumbers, being sure to coat each slice with yogurt mixture.
4. Cover tightly with plastic wrap and chill well before serving.





# SCORING GUIDE

## Grade 4 Reading

Score	Description
4	Student describes two ways information is shown on the page and clearly explains how each of these ways helps the reader use the recipe.
3	Student describes two ways information is shown on the page and generally explains how each of these ways helps the reader use the recipe. <b>OR</b> Student describes one way information is shown on the page and clearly explains how this way helps the reader use the recipe.
2	Student describes one way information is shown on the page and provides a literal explanation of how this way helps the reader use the recipe. <b>OR</b> Student describes two ways information is shown on the page and provides little or no explanation of how these ways help the reader use the recipe.
1	Student's response is minimal (e.g., student identifies one way information is shown on the page without providing any explanation or student gives a minimal explanation of how the information in the text helps the reader with the recipe). <b>OR</b> Student gives a literal explanation of how the information in the text helps the reader use the recipe.
0	Response is totally incorrect or irrelevant.
Blank	No response.

<u>Some ways information is shown</u>	<u>How they help the reader</u>
Graphics	Catch the eye, look fun, show the ingredients
List of ingredients	Clear, concise, can easily see what the necessary ingredients are
Chronological steps with numbers	Tell what to do in the right sequence
Headings	Tell what is needed and what to do (organize)
Boldface	Calls attention to what is important



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 4-Point Response of Student Work

#### Student Response

If you want to make cucumber salad you have to know what you will need and what you have to do. "Cucumber Salad" is divided up in two sections called what you will need and what you have to do to make cucumber salad. This is how the information is shown in cucumber salad.

Under the "what you will need" part will probably help the reader with what to get and what the reader needs. First of all it helps to tell the reader what to get so the reader won't have to run back and forth to get the ingredient when they need it in the "what they need to do." "What you need" will also help the person reading the ingredients by organizing it. For example, if it was in "what to do" the reader couldn't have time to run back and forth getting ingredients. And now for my last reason is that it shows the reader how much he or she needs of something. For example, if the reader does not know how much of something to put in cucumber salad it won't taste any good because they could pour too much of something or not enough of something.

Now for the part named "what to do." This helps the reader by telling the reader what to do. So if the reader did not know what to do the reader could not make the cucumber salad because they would not know what to put in it. This also tells you what to put in. If it didn't tell you what to add it would not taste right because you would not know what stuff to put in. Finally it mentions what to do in steps. If it did not list it in steps you would put things in at the wrong time which would make it taste different.

So there that is what you have to read to make cucumber salad.

← Student states that information is shown on the page in a "what you will need" section and a "what you have to do" section. Student describes these two ways of showing information and explains their usefulness in the paragraphs that follow.

← Student states that the information in the "what you will need" section has the ingredients organized and shows how much of the ingredients are needed. Student also clearly explains how the way the information is shown helps the reader use the recipe (e.g., "it helps to tell the reader what to get so the reader won't have to run back and forth" during the preparation of the salad; it prevents the reader from pouring "too much of something or not enough of something" into the salad).

← Student states that the information in the "what to do" section contains a list of steps that describe what to do. Student also clearly explains how the way the information is shown helps the reader use the recipe (e.g., "if the reader did not know what to do the reader could not make the cucumber salad"; the steps help avoid the possibility of putting things in "at the wrong time which would make it taste different").

Overall, the student demonstrates a strong understanding of how text features and/or organizational aids can be used to help a reader better understand a practical reading passage (i.e., a recipe). The student describes two ways information is shown on the page and clearly explains how each way helps the reader use the recipe.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 4-Point Response of Student Work

#### Student Response

In the recipe cucumber salad information is shown on what you'll need. Under this section it tells what bowls you need and what foods you need.

In the next part of the recipe it tells what to do. In that section of the recipe it tells how many times to stir or how long to chill.

If I had to explain how these parts of the recipe helped me I would say that it helps me to gather all of my supplies because if it didn't have the list of things I needed I would be running all over the kitchen to find it.

If the cucumber salad recipe didn't have the what to do section you might mix all of the ingredients together and if you didn't stir it long enough it would taste horrible! That's why we need the what you'll need and what to do section.

← Student describes one way that information is shown on the page (i.e., information about the utensils and ingredients that are needed is shown in a "what you'll need" section).

← Student describes a second way that information is shown on the page (i.e., information that gives specific directions such as "how many times to stir" or "how long to chill" is shown in a "what to do" section).

← Student states that the information in the "what you'll need" section is a "list of the things" needed and clearly explains how the list helps the reader use the recipe (e.g., "it helps me to gather all of my supplies" before making the salad; it keeps the reader from "running all over the kitchen" to find the ingredients).

← Student clearly explains how the way the information is shown in the "what to do" section helps the reader use the recipe (e.g., it helps the reader avoid mistakes such as mixing all of the ingredients together at once or not stirring the mixture long enough).

Overall, the student demonstrates a strong understanding of how text features and/or organizational aids can be used to help a reader better understand a practical reading passage (i.e., a recipe). The student describes two ways information is shown on the page and clearly explains how each way helps the reader use the recipe.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 3-Point Response of Student Work

#### Student Response

Two ways information is usually shown is by headings and leads. In the paper Cucumber Salad, it has headings. One heading is "What you'll need" and another heading is "What to do". That is one way information is shown. Another way information is shown is by leads and the lead said, "Cool and delicious, this salad is just right on a hot summer day—or a cold weather day, when you'd like to be reminded of summer. That is another way information is usually shown. Each of these ways have a way they help the reader read. Headings help the reader read. Headings are a part of organization. Your paper is organized when you use headings. Leads help the reader get interested in what ever you have to say. Leads usually make the reader want to do something or read on. These are the two ways information is usually shown.

← Student describes two ways that information is shown on the page (i.e., information is presented "by headings and leads").

← Student generally explains how headings help the reader use the recipe (e.g., "Headings are a part of organization").

← Student generally explains how leads help the reader use the recipe (e.g., "Leads help the reader get interested in what ever you have to say").

Overall, the student demonstrates a good understanding of text features but only a general understanding of how these features can be used to help a reader better understand a practical reading passage (i.e., a recipe). The student describes two ways information is shown on the page and generally explains how each way helps the reader use the recipe.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 2-Point Response of Student Work

#### Student Response

I must describe the two ways information is shown on the page and I must explain how each of these ways helps the reader use the recipe.

Two ways information is shown on the page is, well, one way is, it has "What You'll Need:" on it and that gives information by telling what you'll need. Another way that information is shown on the page is, it say "What To Do:" and that tells the reader what to do.

Each of these ways helps the reader because for one thing, if it did not tell what you needed, then the reader would not know what they needed. Another reason is, if the page did not tell what to do, the reader would not know what to do, so they could not make, "Cucumber Salad."

← Student states that information is shown on the page in two different sections, "What You'll Need" and "What To Do."

← Student provides a literal (and, hence, limited) explanation of how the ways information is shown help the reader use the recipe (e.g., "if it did not tell what you needed, then the reader would not know what they needed").

Overall, the student demonstrates some understanding of how text features and/or organizational aids can be used to help a reader better understand a practical reading passage (i.e., a recipe) by offering a limited explanation of how the ways information is shown in the two sections help the reader use the recipe.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 1-Point Response of Student Work

#### Student Response

First, you put the ingredients. After you do that, you get all the ingredients. Then, put them in bowel except for cucumbers. After you let it sit awhile, you put the cucmbers in the bowel. Stir it. Heat it up. Then you're ready to eat it .



Student offers a literal explanation of how the text helps the reader use the recipe (i.e., the student offers a partially correct paraphrasing of the recipe's directions).

Overall, the student shows a minimal understanding of how text features and/or organizational aids can be used to help a reader better understand a practical reading passage (i.e., a recipe). The student attempts to explain how the information in the text helps the reader by paraphrasing (sometimes incorrectly) the directions in the recipe.





# INSTRUCTIONAL STRATEGIES

## Grade 4 Reading

The open-response item **“Cucumber Salad”** was designed to address students’ (1) ability to locate and apply information in a practical/workplace text, and (2) understanding of text features and organizational aids in a practical/workplace text that provide additional clarity. The instructional strategies below present ideas for helping students explore and master these concepts and skills.

Create an informative literate environment by using materials such as the following: charts, graphs, maps, recipes, menus, phone books, calendars, environmental print (e.g., product labels, signs, cereal boxes), advertisements, games with directions, travel brochures, magazines, and newspapers. Using a variety of practical/workplace texts will help develop reference skills, introduce new information, and offer meaningful concept connections.

Setting a meaningful purpose for reading increases motivation and task persistence. Activities may include reading and following recipe directions for preparing food or reading and following directions to complete a project such as making fake fossils.

Using concrete experiences provides the idea that reading is a tool for creating a product. Hands-on experiences will become part of the children’s knowledge base to aid in interpreting specialized vocabulary. New terms will be concept-related as opposed to rote recall.

Help students identify text features found in practical/workplace reading passages, such as those listed below:

- fonts and special effects that signal importance in text
- textual cues (e.g., “for example,” “most important”)
- illustrations and photographs
- graphics (e.g., tables, charts, graphs, word bubbles)
- text organizers (e.g., index, preface, table of contents, glossary, appendix)

Displaying charts and posters that illustrate these features will provide a constant reference.

Involve children in the kinds of practical thinking, reading, writing, and conversation that go on in the real world, such as teaching a favorite game to peers, giving directions/steps in sequential order, participating in a scavenger hunt, reading and following directions, and solving problems collaboratively.